

GRADE 5

Assessment Book TEACHER'S MANUAL

PEARSON

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Overview

What Is Assessment?

The Latin root of the word assess means “to sit beside.” This is a much gentler notion of this concept than most of us have, although “sitting beside” a student to confer about the development of a story in progress, to conduct a fluency check, or to observe a group discussion are valuable assessment techniques. What is assessment? *Assessment is simply the gathering and interpretation of evidence about student learning.* There are many methods for collecting information to determine if students have mastered the knowledge, skills, and standards we have taught. We can use a variety of measures to collect that evidence.

Assessment in a Common Core World

The Common Core Standards have necessitated new processes for evaluating student learning. New assessments aligned to the standards are being developed in an effort to determine student preparedness for the rigors of college and the demands of 21st-century careers. The *ReadyGEN* End-of-Unit Assessments and portions of the Baseline Assessment are modeled after expectations for these new tests. The Common Core Standards emphasize students’ ability to use evidence from texts to substantiate their ideas. As a result, the requirement for students to support their responses with details from the passages appears in both the selected-response items and the writing prompts. The selected-response comprehension and vocabulary questions that follow each reading passage have a two-part format. Part A poses questions about the text while Part B requires students to closely reread portions of the passage to identify information that supports the answer to Part A. Similarly, the writing prompts compel students to cite textual evidence from the passages to substantiate the information, opinions, and ideas they set forth in their written responses.

Overview

Overview of ReadyGEN Assessment

There are four main parts to the *ReadyGEN* assessment program: a baseline assessment, formative assessments, performance-based assessments, and summative assessments.

BASILINE ASSESSMENT

Begin the school year with the Baseline Assessment. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student test can be found in the *Assessment Student Book*. This test is designed to help you determine your students' instructional needs at the outset of the year and establish a "starting point" for each student in your class. You can use the results of the Baseline Assessment to identify individuals who are on grade level, those who need more support, and those who could benefit from additional challenge. This feedback can help you scaffold your instruction during both whole-group and small-group lessons so that all students experience success. Models of scaffolded instruction, useful strategies, and practical routines for the special populations in your class—including English language learners, students with disabilities, struggling readers, and accelerated learners—can be found in the *Scaffolded Strategies Handbook*.

FORMATIVE ASSESSMENTS

Ongoing, formative assessments are integrated into every module. These assessments take on different forms.

READER'S AND WRITER'S JOURNAL The *Reader's and Writer's Journal* can be used during whole-group and small-group instruction to provide your students with opportunities to practice what they have learned during each lesson. You can review your students' work in their *Journals* to check how well they understand and can apply the material you taught.

MONITOR PROGRESS Throughout each lesson in the *Teacher's Guide* are Monitor Progress formative assessments. These assessments provide opportunities for you to assess targeted skills and standards in order to monitor your students' progress as instruction unfolds. By using these assessments, you will be constantly aware of how students are developing over the course of the year. You can then use this performance feedback to meet the individual needs of your students. In particular, the Strategic Support Monitor Progress and the Extensions Monitor Progress suggestions found

within small-group lessons will help you tailor your instruction to address the range of abilities found in your class. Additional targeted support is provided in the *Scaffolded Strategies Handbook*.

INDEPENDENT WRITING PRACTICE Formative writing assessments appear several times within each module in the *Teacher's Guide*. These writing tasks bring into focus each student's strengths and weaknesses and help you quickly identify students who need additional practice. Responsive individual or group instruction that you provide as a result can help prepare students for the Performance-Based Assessment at the end of the module.

PERFORMANCE-BASED ASSESSMENTS

Each module concludes with a Performance-Based Assessment. These assessments, located in the *Teacher's Guides*, are writing tasks and class presentations that help you measure your students' mastery of the standards. The tasks provide opportunities for students to apply the skills they learned during the module to their own writing. Within these pages are two items that are particularly helpful for evaluating student progress using the Performance-Based Assessments: the Writing Rubric and the Reflect and Respond.

WRITING RUBRIC A writing rubric accompanies each Performance-Based Assessment task. The rubric is specific to the task's writing type (narrative, informative/explanatory, or opinion) and describes five dimensions of writing: focus, organization, development, language and vocabulary, and conventions. Use the 0 to 4 scale on the rubric to evaluate student writing in each dimension.

REFLECT AND RESPOND In this section, you will find numerous suggestions to assist struggling writers with specific elements of the Performance-Based Assessment task. Graphic organizers and other means of support are offered to help you guide students toward success as they complete other Performance-Based Assessments throughout the year.

SUMMATIVE ASSESSMENTS

The summative End-of-Unit Assessments help you further measure your students' mastery of the standards. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student tests can be found in the *Assessment Student Book*. These assessments consist of reading passages, selected-response questions, and writing prompts. Use the answer keys and rubrics provided to evaluate student proficiency in comprehension, vocabulary, and writing at the close of each unit.

Overview

PASSAGES Each End-of-Unit Assessment includes two passages of complex text. Students read the passages and answer questions, referring back to the texts as needed. The passages are both literary and informational and become increasingly complex over the course of the school year.

SELECTED-RESPONSE QUESTIONS After reading each passage, students answer a series of selected-response questions. The comprehension questions address Reading standards for Literature and Informational Text. The vocabulary questions target grade-appropriate Tier 2 and Tier 3 vocabulary words and address Language and Reading standards. Each of the questions has two parts. Part A requires students to use context and apply the skills they learned during the unit to answer the question at hand. Part B requires students to go back to the passage to find textual evidence that supports the answer to Part A.

WRITING The writing portion of the End-of-Unit Assessments consists of two types of prompts: Constructed Response and Extended Response. These prompts are based on the passages students read in the test and require students to write narrative, informative/explanatory, and opinion pieces of varying lengths in response. Each Constructed Response prompt elicits a short written response relating to one passage. The Extended Response prompt elicits a longer written response that requires students to draw on information from both passages in the assessment.

English Language Learners

Assessing the Progress of English Language Learners

Classrooms throughout the United States are populated with students representing diverse cultures, ethnicities, and languages. This diversity offers rich benefits to learners but also places instructional demands upon teachers, who are expected to guide *all* students with vastly different literacy abilities toward achievement of reading and language arts standards.

This goal of equity poses unique challenges to educators. Teachers must monitor the language acquisition of English language learners (ELLs) in an ongoing, systematic way in addition to assessing their understanding of concepts, application of skills, and mastery of standards. The information that follows offers instructional strategies to help you prepare your ELLs for formal assessments as well as appropriate accommodations you can use during test administration.

INSTRUCTIONAL STRATEGIES TO PREPARE ELLS FOR FORMAL ASSESSMENTS

- Preteach the “language of tests” encountered in directions and test items, including:
 - Question words, such as *who, what, which, where, when, why* and *how*
 - Emphasis words, such as *not, except, most likely, probably, major, both, neither, either, most, and least*
 - Action words, such as *explain, describe, discuss, persuade, support your answer, and cite evidence*

Words such as *both* and *not* may seem simple, but their uses in test questions often prove otherwise. ELLs need help in seeing how such words frame and constrain ideas expressed in the sentences in which they appear.
- Familiarize students with basic test formats such as the lettering of selected-response answer choices and the division of questions into Part A and Part B. By providing opportunities for ELLs to become familiar with the structure and language of formal assessments, you enable them to demonstrate their learning of the content rather than their ability to decipher test language and formats.
- Teach the use of context clues to interpret the meanings of unfamiliar terms.
- Highlight and discuss routinely the *academic* language, vocabulary, syntax, text structures, and text types encountered in trade books and textbooks.

English Language Learners

- Provide regular opportunities for meaningful oral language experiences in which ELLs discuss important topics and perform the activities required on tests, such as explaining, describing, and stating and supporting opinions. Encourage them to use vocabulary that will support academic language development.
- Coach students in oral and written retelling and summarization so that they develop a “sense” of text types, features, conventions, and organization. ELLs relate to the concrete nature of informational text, and summarization of such text helps to familiarize them with common text structures, such as sequence, description, classification, compare and contrast, cause and effect, and problem and solution.
- Read aloud, think aloud, and model purposeful and strategic behaviors of effective readers, speakers, and writers of English.

APPROPRIATE TEST ACCOMMODATIONS FOR ELLS

As you consider making accommodations for ELLs in your class, keep in mind that the ultimate goal is for these students to be able to handle mainstream assessments, terminology, and instruction on their own. Any accommodations you provide should be considered stepping stones to students’ eventual successful encounter with mainstream teaching and testing conditions.

In providing test accommodations, *it is important not to compromise the intent of the assessments*. It is *never* appropriate to read aloud the reading passages or the comprehension and vocabulary questions in English or translate them into students’ first languages. These practices alter the constructs of the tests. Reading comprehension assessments are designed to measure both word recognition and understanding, so reading aloud or translating actually changes the intent of the tests.

Appropriate accommodations might include the following:

- Provide additional testing time.
- Allow frequent or extended breaks, dividing tests into multiple sessions as needed.
- Administer tests at times most beneficial to students.
- Administer tests in small groups or in one-on-one settings that are comfortable and familiar to students.
- Read aloud test directions in English or in students’ first languages and repeat as often as necessary.

- Simplify the language and sentence structure of test directions. Clarify phrases such as “use information from the passage,” “which of the following,” and “write in response.” When possible, model the tasks and provide verbal directions in simple English.
- Request that students restate test directions in their own words to ensure they understand what to do.
- Encourage students to draw pictures to help demonstrate their thinking and learning.

Following the administration of each assessment, note which accommodations you used and the degree to which they were beneficial. Then interpret test scores with that information in mind. As ELLs progress in their English language skills and become more comfortable with testing, it is important to reconsider which accommodations you use. Additional suggestions for providing targeted support to the ELLs in your class can be found in the *Scaffolded Strategies Handbook*.

OTHER USEFUL TOOLS FOR ELLS

In addition to the strategies and accommodations described above, this *Assessment Book Teacher’s Manual* offers two other tools to assist you in evaluating the progress of the ELLs in your class: a Profile of English Language Learners checklist and an Observing English Language Learners form.

English Language Learners

Profile of English Language Learners

WHAT IS IT?

- This checklist helps to identify the strengths and needs of students whose first language is not English. Complete this profile at the time the student enters your classroom and update it periodically throughout the school year.

WHAT DOES IT SHOW?

- An English language learner's proficiency with speaking, reading, and writing English

HOW DO I USE IT?

- Identify students whose English proficiency you are uncertain about.
- Use the criteria on the form to assess students' abilities in the various language areas, noting specific examples.
- Use the form as a rough guideline of where students are in their English language development and where they may need help.

WHAT DO I DO NEXT?

ReadyGEN offers many instructional resources to advance the achievement of the English language learners in your class.

- Suggestions for scaffolding your instruction for each lesson appear on the lesson pages in the *Teacher's Guides*.
- The *Scaffolded Strategies Handbook* provides scaffolded instruction for each module, practical routines, graphic organizers, cognates, and activities for additional practice that you can employ to help ELLs successfully participate in and progress through the program.
- This *Assessment Book Teacher's Manual* offers instructional strategies and test accommodations you can use to prepare ELLs for formal assessment situations. See pages T9–T11 for more detailed information.

A Checklist format is easy to use.

B Space is provided for you to record the date and your comments.

Forms for reproduction are on pages T15–T16.

Teacher Form
Profile of English Language Learners

Student: *Jenny Chang*

Trait	Mostly	Unevenly	Rarely	Date/Comments
Oral Language				
Uses names of many objects	✓	A		B
Uses and understands basic everyday vocabulary	✓			
Speaks hesitantly, searching for words			✓	9/24 does this only when she is nervous
Speaks fluently but makes errors	✓			
Uses mostly present-tense verbs		✓		9/24 sometimes remembers tenses but often does not
Has trouble with irregular forms (standed, more slower)	✓			
Asks and answers simple questions	✓			
Follows simple directions		✓		10/1 sometimes has difficulty processing directions
Is able to explain events or ideas		✓		
Reading				
Recognizes basic sound/letter relationships in words	✓			
Follows text being read aloud	✓			
Needs pictures to comprehend text		✓		10/1 Jenny comprehends many basic texts.

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Teacher Form
Profile of English Language Learners (continued)

Student: *Jenny Chang*

Trait	Mostly	Unevenly	Rarely	Date/Comments
Joins in choral reading	✓	A		B
Retells predictable text	✓			
Recognizes many words by sight		✓		10/4-5
Relies on print more than on illustrations		✓		10/4-5
Retells beginning, middle, and end of things read			✓	10/4-5
Writing				
Writes labels for pictures of people and actions	✓			
Uses single words or phrases to express ideas			✓	
Writes simple but understandable sentences	✓			
Spells simple words correctly		✓		10/8
Makes up spellings showing correct sound/letter relationships		✓		10/8
Uses standard word order		✓		10/8
Adds endings (-s, -es, -ly, -ed, -ing) correctly		✓		10/8
Understands basic capitalization and punctuation		✓		10/8
Writes sentences demonstrating fluency and control of vocabulary		✓		10/8

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English Language Learners

Observing English Language Learners

WHAT IS IT?

- A form to record your ongoing observations about how English language learners process what they read

WHAT DOES IT SHOW?

- How English language learners use strategies to make sense of materials they read
- Students' growth and development in processing what they read

HOW DO I USE IT?

- Work with students individually as they read a new selection.
- Record your observations about how students deal with new words and concepts.
- Continue to review and record students' behaviors periodically as needed.
- Consider using the information on the form in parent conferences.

A Behaviors identify common strategies for success in reading a new language.

B Space is provided to record students' development over time.

Form for reproduction is on page T17.

Teacher Form
Observing English Language Learners

Student: *Jenny Chang*

Behaviors Observed	Date: 10/17			Date: 11/3			Date:			Date:		
	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO	YES	SOMETIMES	NO
The student												
• uses context clues to figure out new words												
• uses prior knowledge to figure out new words												
• uses visuals to decipher meaning												
• uses strategies to decipher meaning												
• can identify the strategies he or she is using												
• understands why he or she is using a particular strategy												
• assesses his or her own progress												
• generally understands what the class is reading												

General Comments

10/17: Jenny needs to get used to using strategies and know how and why she is using them.
11/3: A lot of progress in self-monitoring and in understanding texts!

A **B**

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Teacher Form
Profile of English Language Learners

Student:

Trait	Mostly	Unevenly	Rarely	Date/Comments
Oral Language				
Uses names of many objects				
Uses and understands basic everyday vocabulary				
Speaks hesitantly, searching for words				
Speaks fluently but makes errors				
Uses mostly present-tense verbs				
Has trouble with irregular forms (<i>standed, more slower</i>)				
Asks and answers simple questions				
Follows simple directions				
Is able to explain events or ideas				
Reading				
Recognizes basic sound/letter relationships in words				
Follows text being read aloud				
Needs pictures to comprehend text				

Teacher Form **Profile of English Language Learners (continued)**

Student:

Trait	Mostly	Unevenly	Rarely	Date/Comments
Joins in choral reading				
Retells predictable text				
Recognizes many words by sight				
Relies on print more than on illustrations				
Retells beginning, middle, and end of things read				
Writing				
Writes labels for pictures of people and actions				
Uses single words or phrases to express ideas				
Writes simple but understandable sentences				
Spells simple words correctly				
Makes up spellings showing correct sound/letter relationships				
Uses standard word order				
Adds endings (-s, -es, 's, -ed, -ing) correctly				
Understands basic capitalization and punctuation				
Writes sentences demonstrating fluency and control of vocabulary				

Teacher Form

Observing English Language Learners

Student:

Behaviors Observed				Date:			Date:			Date:			Date:					
The student	• uses context clues to figure out new words	YES		SOMETIMES			NO			YES			SOMETIMES			NO		
	• uses prior knowledge to figure out new words																	
	• uses visuals to decipher meaning																	
	• uses strategies to decipher meaning																	
	• can identify the strategies he or she is using																	
	• understands why he or she is using a particular strategy																	
	• assesses his or her own progress																	
	• generally understands what the class is reading																	
General Comments																		

Fluency and Running Records

How to Administer and Score a Fluency Test

A fluency test measures a student's reading rate, or the number of words read correctly per minute (wcpm), on grade-level text the student has not seen before. Give the student a copy of the Student Copy of the passage for the test and make a copy of the Teacher Copy for yourself. (The Teacher Copy has a scale of running numbers to make it easier for you to know how many words the student read during the fluency check, while the passage on the Student Copy does not have the numbers.) Make sure you have put the student's name and the test date at the top of your copy of the passage. Have a watch or clock with a second hand available for timing the reading.

Have the student read the text aloud. Do not have the student read the title as part of the fluency reading; it is not included in the running word count. (You may want to tape-record the student's reading for later evaluation.) Stop the student at exactly one minute and note precisely where the student stopped.

As the student reads orally, on your copy of the text, mark any miscues or errors the student makes during the reading (see the chart on page T20). Count the total number of words the student read in one minute. Subtract any words the student read incorrectly. Record the words correct per minute (wcpm) score on the test.

THE FORMULA IS: Total # of words read – # of errors = words correct per minute (wcpm).

Or: – = (wcpm)

Fluency and Running Records

How to Identify Reading Miscues/Errors

Using the passage on page T21, the chart below shows the kinds of miscues and errors to look for as a student reads aloud and the notations to use to mark them.

Reading Miscue	Notations
Omission The student omits words or word parts.	All of us animals (have) agreed to live peacefully from now on.
Substitution The student substitutes words or parts of words for the words in the text.	As he passed ^{the} a farm, he heard a rooster crow.
Insertion The student inserts words or parts of words that are not in the text.	Finally, he spied the bird sitting high ^{up} h in a tree.
Mispronunciation/Misreading The student pronounces or reads a word incorrectly.	The fox licked his ^{See} chops and looked around, hoping to sight the rooster.
Hesitation The student hesitates over a word and the teacher provides the word.	"Oh, I can't do that," ^H <u>replied</u> the rooster.
Self-correction The student reads a word incorrectly but then corrects the error.	One morning, a hungry fox ^{SC} trotted along looking for his breakfast.

NOTES

- If the student hesitates over a word, wait several seconds before telling the student what the word is.
- If a student makes the same error more than once, count it as only one error.
- Self-correction is not counted as an actual error. However, writing "SC" over the word or words will help you identify words that give the student some difficulty.

Sample Fluency Test

Here is the passage marked as shown on the chart on the previous page. As the student reads the passage aloud to you, mark miscues and errors. Have the student read for exactly one minute, and then mark the last word the student reads.

Student Name Susan Date 9/8/2015

The Fox and the Rooster (112)

(SC)

One morning, a hungry fox trotted along looking for his breakfast.	11
As he passed ^{the} a farm, he heard a rooster crow. The fox licked his chops	26
and looked around, hoping to sight ^{see} the rooster. Finally, he spied the bird	39
sitting high ^{up} in a tree.	44
“Good morning, friend!” the fox called out. “Come down and have a	56
friendly chat with me!”	60
“Oh, I can’t do that,” ^H replied the rooster. “You would eat me for sure.”	74
“You haven’t heard the news, then,” the fox said in a surprised tone.	87
“All of us animals <u>have</u> agreed to live peacefully from now on. We	100
aren’t allowed to eat one another anymore.”	107
The rooster did not answer. Instead, he began to look into the distance	120
with great interest. He cocked his head as if he heard something, but the	134
fox heard nothing. As a result, the fox became curious.	144
“What’s going on?” asked the fox. “What do you see? What do	156
you hear?”	158

$$117 - 5 = 112$$

Fluency and Running Records

Interpreting the Results

According to published norms for oral reading fluency, students at the end of Grade 5 should be reading fluently at 140 words correct per minute in text that is on grade level. This chart gives recommended progress toward that goal.

Time of Year	Target Reading Rate (wcpm)
Beginning-of-Year	105 to 110
Mid-Year	115 to 122
End-of-Year	130 to 140

If a student's reading rate is lower than the suggested progress toward the standard for his or her grade level, your notes on the student's miscues may help you determine why the rate is low. Does the student make errors that indicate his or her decoding skills are poor? If so, further instruction in phonics and word analysis may be needed. Do the errors reflect a lack of comprehension or limited vocabulary? In that case, instruction in comprehension strategies and exposure to more vocabulary words may help. A lack of fluency may indicate a lack of exposure to models of fluent oral reading. It may also mean that the student isn't reading enough material at his or her reading level.

How to Take a Running Record

A Running Record is an assessment of oral reading accuracy and oral reading fluency. A student's reading accuracy is based on the number of words read correctly. This measure is determined by an analysis of the errors a student makes—a miscue analysis. Reading fluency is based on reading rate (the number of words read per minute) and the degree to which the student reads with a "natural flow."

A Running Record may be taken using any reading passage at any time. However, the most valid and reliable assessment fulfills these requirements: (1) the text is appropriate to the student's reading level and interest; and (2) the text is unfamiliar to the student. The passages in this section are well suited for use as either a Fluency Test or a Running Record because they fit these requirements. For additional oral reading accuracy and fluency checks that involve a Running Record, you may choose other passages from grade-level appropriate texts.

The Running Record may be used to verify instructional decisions suggested by other assessments, such as a Baseline or End-of-Unit Assessment. It may also be used to identify a student's particular strengths and weaknesses in reading and language development. In addition, the Running Record may be administered periodically throughout the year as a means of monitoring a student's progress.

Measuring oral reading accuracy and oral reading fluency may be accomplished in a single reading, but two different operations are required. The guidelines on pages T24 and T25 explain how to determine each measurement.

Fluency and Running Records

How to Measure Oral Reading Accuracy

1. Choose an appropriate grade-level text of about 200 to 300 words, or use those passages that have been provided for use as a Fluency Test.
2. Make copies of the text—one of the Student Copy for the student and one of the Teacher Copy for you. If the text appears in a book, you may have the student read the text from the book.
3. Give the text to the student and have the student read the text aloud. (You may want to tape-record the student's reading for later evaluation. This approach can be especially helpful if you are timing the student's reading or conducting other assessments at the same time.)
4. Your hand should always be “running” on your copy of the text. Put a checkmark above every word the student reads correctly. Mark any miscues or errors the student makes during the reading (see the explanation of reading miscues/errors for Fluency Tests on pages T20–T21).
5. Count the total number of errors the student makes and find the percentage score for the number of errors. If you are using a fluency/running record passage from this book, the total word count is indicated for each passage.
6. If you are using a text from a different source, use this formula to get a percentage score:

$$\frac{\text{Total \# of words minus \# of errors}}{\text{Total \# of words}} \times 100 = \text{percentage score}$$

Or:
$$\frac{\boxed{} - \boxed{}}{\boxed{}} \times 100 = \boxed{} \%$$

EXAMPLE: Suppose a student reads a text of 110 words and makes 6 errors.

$$\frac{110 - 6 = 104 \text{ words}}{110} = 0.945 \quad 0.945 \times 100 = 94.5\% \text{ (round to 95\%)}$$

The percentage score indicates the student's oral reading accuracy (percentage of words in the passage read correctly).

How to Measure Reading Rate

Reading rate is defined as number of words per minute (wpm). To determine the reading rate, follow steps 1–3 as described on page T24. Note the exact time when the student begins reading and the time when he or she finishes.

To calculate the number of words per minute, use the formula below:

$$\frac{\text{Total \# of words read}}{\text{\# of seconds}} \times 60 = \text{words per minute}$$

Or: $\frac{\boxed{}}{\boxed{}} \times 60 = \boxed{} \text{ (wpm)}$

EXAMPLE: Suppose a student reads a passage of 120 words in 90 seconds.

$$\frac{120}{90} = 1.33 \text{ (round to the nearest hundredth)}$$

$$1.33 \times 60 = 79.8 \text{ words per minute (round to 80 wpm)}$$

Interpreting the Results

For oral reading accuracy, use the following suggested criteria:

- A student who reads 98%–100% of the words correctly is reading at an independent level and may need more challenging texts.
- A student who reads 91%–97% of the words correctly is reading at an instructional level and will likely benefit from guided on-level instruction in similarly-leveled texts.
- A student who reads with an accuracy of 90% or less is reading at a frustration level and may benefit from targeted instruction at a lower reading level as part of a comprehensive plan that includes scaffolding of grade-level text as well.

For any student whose Running Record results are not clearly definitive, we recommend increasing monitoring through additional means and classroom observations.

On the following pages you will find passages that may be used for either Fluency or Running Record Tests. Both a Teacher Copy and a Student Copy have been provided.

Teacher Name _____

Student Names	Beginning-of-Year		Mid-Year		End-of-Year	
	Date	WCPM	Date	WCPM	Date	WCPM
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

Student Name _____ Date _____

Great Deals on Good Books

Have you read any good books lately? If you're looking for something to read, you'll want to visit the Adams School Library, where the exciting Fall Book Sale starts today and runs all week. Every year, students collect books from people in the neighborhood and sell them to raise money for a good cause. This gives you good prices on great books.	12 25 38 52 62
When you walk in the door, someone will give you a large bag. Fill the bag with books, and pay only five dollars for the whole bag. These are the same books your friends have been reading, so you know they are good.	77 92 105
There will be a special sale of new books on Tuesday. These books have been given to the school by bookstores. The prices on these are a bit higher, but still not as high as you would find in a store. You will not find a better deal anywhere.	118 133 151 154
Money from this year's sale will help pay for a sidewalk from the school to the playground. This is important because, now, students have to walk through mud every time they go out to recess.	167 179 189
If you or someone you know likes to read, come and check out this sale. The Adams School Library opens at 8:00 A.M. and closes at 4:00 P.M. Be sure to call if you have any questions, but don't miss it!	203 217 230

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Student Copy

Great Deals on Good Books

Have you read any good books lately? If you're looking for something to read, you'll want to visit the Adams School Library, where the exciting Fall Book Sale starts today and runs all week. Every year, students collect books from people in the neighborhood and sell them to raise money for a good cause. This gives you good prices on great books.

When you walk in the door, someone will give you a large bag. Fill the bag with books, and pay only five dollars for the whole bag. These are the same books your friends have been reading, so you know they are good.

There will be a special sale of new books on Tuesday. These books have been given to the school by bookstores. The prices on these are a bit higher, but still not as high as you would find in a store. You will not find a better deal anywhere.

Money from this year's sale will help pay for a sidewalk from the school to the playground. This is important because, now, students have to walk through mud every time they go out to recess.

If you or someone you know likes to read, come and check out this sale. The Adams School Library opens at 8:00 A.M. and closes at 4:00 P.M. Be sure to call if you have any questions, but don't miss it!

Student Name _____ Date _____

Pyramids of Ice

Imagine the magical white world of the Antarctic. Snow compresses	10
under its own weight on the upper part of glaciers. It begins a slow slide	25
downhill to the sea. Tongues of ice and snow build on the surface of	39
the water. Over time, wind and waves wear at these tongues. Seawater	51
temperatures can grow warm enough to melt the underside of the ice	63
shelf, causing it to become unstable. Large fractures appear in the ice	75
shelf. These fractures can extend over hundreds of miles. Over time these	87
fractures can cause blocks of ice to break off suddenly in a process called	101
“calving.” This is how icebergs are born, after which they are carried off	114
into the vast ocean by the current.	121
Through this natural cycle, the edge of the ice shelf is extended by the	135
ice flow, moved back when icebergs break away, and then extended again.	147
It’s a slow and gradual cycle. It can take up to twenty years or longer for a	164
tongue of ice to break and send an iceberg on its way.	176
Many explorers have been enchanted by the sight of majestic icebergs	187
adrift on the tossing sea. They have compared the icebergs to pyramids,	199
churches, and palaces. Some of these icebergs are huge. They tower	210
hundreds of feet above the surface. Their white color results from small	222
pockets of gas spread throughout the ice. In sunny weather, as the surface	235
of an iceberg melts, water streams in twinkling waterfalls over ledges of its	248
jagged face.	250

Student Copy

Pyramids of Ice

Imagine the magical white world of the Antarctic. Snow compresses under its own weight on the upper part of glaciers. It begins a slow slide downhill to the sea. Tongues of ice and snow build on the surface of the water. Over time, wind and waves wear at these tongues. Seawater temperatures can grow warm enough to melt the underside of the ice shelf, causing it to become unstable. Large fractures appear in the ice shelf. These fractures can extend over hundreds of miles. Over time these fractures can cause blocks of ice to break off suddenly in a process called “calving.” This is how icebergs are born, after which they are carried off into the vast ocean by the current.

Through this natural cycle, the edge of the ice shelf is extended by the ice flow, moved back when icebergs break away, and then extended again. It’s a slow and gradual cycle. It can take up to twenty years or longer for a tongue of ice to break and send an iceberg on its way.

Many explorers have been enchanted by the sight of majestic icebergs adrift on the tossing sea. They have compared the icebergs to pyramids, churches, and palaces. Some of these icebergs are huge. They tower hundreds of feet above the surface. Their white color results from small pockets of gas spread throughout the ice. In sunny weather, as the surface of an iceberg melts, water streams in twinkling waterfalls over ledges of its jagged face.

Student Name _____ Date _____

Useful Bark

Most trees would die if you stripped off their bark. However, there is	13
a kind of tree that people have been removing the bark from for hundreds	27
of years. Amazingly, this tree regenerates its bark and continues to live	39
and thrive. This tree is the cork tree, a species of oak that grows primarily	54
along the Mediterranean Sea.	58
You probably know about cork from having seen bulletin boards made	69
of it. Many schools and other public buildings have cork flooring, and a	82
popular kind of running track is made of cork. For centuries, cork has been	96
used in the soles of shoes and sandals.	104
In addition, cork has many uses that you don't see. Because of its	117
buoyancy, cork is used in life jackets. Cork is a thermal insulator used	130
to keep food hot, cold, or frozen, so it is commonly used in food-storage	144
buildings and in trucks and railroad cars that transport food.	154
Cork is the outermost dead layer of bark on the tree; it can be removed	169
without injuring the tree. Beneath the cork is the living layer of bark, and	183
its preservation is essential for the tree's survival. The tree is about twenty	196
years old when the first cork-harvesting operation takes place. Workers cut	207
the cork from the trunk and from the large branches in four-foot-long to	220
ten-foot-long sheets. Extreme care is taken to avoid damaging the living	231
bark.	232
The tree recovers from the removal of the cork in three months, but it	246
will take about ten years to grow a new layer and for the outermost layer to	262
die and be ready for the next harvest. With good care a cork tree will live	278
150 years or more.	282

Student Copy

Useful Bark

Most trees would die if you stripped off their bark. However, there is a kind of tree that people have been removing the bark from for hundreds of years. Amazingly, this tree regenerates its bark and continues to live and thrive. This tree is the cork tree, a species of oak that grows primarily along the Mediterranean Sea.

You probably know about cork from having seen bulletin boards made of it. Many schools and other public buildings have cork flooring, and a popular kind of running track is made of cork. For centuries, cork has been used in the soles of shoes and sandals.

In addition, cork has many uses that you don't see. Because of its buoyancy, cork is used in life jackets. Cork is a thermal insulator used to keep food hot, cold, or frozen, so it is commonly used in food-storage buildings and in trucks and railroad cars that transport food.

Cork is the outermost dead layer of bark on the tree; it can be removed without injuring the tree. Beneath the cork is the living layer of bark, and its preservation is essential for the tree's survival. The tree is about twenty years old when the first cork-harvesting operation takes place. Workers cut the cork from the trunk and from the large branches in four-foot-long to ten-foot-long sheets. Extreme care is taken to avoid damaging the living bark.

The tree recovers from the removal of the cork in three months, but it will take about ten years to grow a new layer and for the outermost layer to die and be ready for the next harvest. With good care a cork tree will live 150 years or more.

Baseline Assessment

Administering the Assessment

The Baseline Assessment consists of three passages, each followed by selected-response Comprehension and Vocabulary questions. The second and third passages are also followed by Constructed Response writing prompts. At the end of the test, there is an Extended Response writing prompt that requires students to draw on information from the second and third passages. Students should complete the test independently.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in several parts. The chart below offers suggestions for how to administer the test over two to three days. Use your professional judgment to determine which administration option best suits the needs of your students.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS	<ul style="list-style-type: none"> • First Passage • Second Passage with Constructed Response 	<ul style="list-style-type: none"> • Third Passage with Constructed Response • Extended Response 	
THREE SESSIONS Option 1	<ul style="list-style-type: none"> • First Passage • Second Passage with Constructed Response 	<ul style="list-style-type: none"> • Third Passage with Constructed Response 	<ul style="list-style-type: none"> • Extended Response
THREE SESSIONS Option 2	<ul style="list-style-type: none"> • First Passage 	<ul style="list-style-type: none"> • Second Passage with Constructed Response • Third Passage with Constructed Response 	<ul style="list-style-type: none"> • Extended Response

Administering the Assessment

DURATION The time required for each part of the assessment will vary depending on how long it takes students to read the passages, answer the related Comprehension and Vocabulary questions, and write their Constructed and Extended Responses. Some variation may also depend on students' previous experience with selected-response tests and writing in response to prompts.

PREPARING STUDENTS FOR THE ASSESSMENT Make sure every student has a pencil with an eraser. Tell students that they will be taking a test in which they will read passages, answer questions, and complete some writing activities. If you choose to have students complete the entire assessment in one session, stress that they should read each passage and complete all of the tasks related to that passage before moving on to the next one. If you choose to divide the test into multiple sessions, present only the section(s) that the students will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Students should complete the test independently, reading all directions, passages, and test items on their own. Make sure students understand that they must circle their answer choices and write their responses on the test pages.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind students that good readers go back to the texts to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from the second and third passages in the test, they should reread those two passages prior to beginning this section. If they are taking the test over multiple days, this will be especially important.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require students to answer a question about the passages, while Part B questions typically ask students to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided on the teacher Scoring Information pages in this section. Each question is worth 1 point. *Students must answer both parts of each question correctly to receive credit.*

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires students to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses and 2-point rubrics are provided on the teacher Scoring Information pages in this section. Use the rubrics to evaluate student responses to these prompts. Although the criteria provided in the rubrics describe the majority of student responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires students to write in response to a prompt by drawing on information from the second and third passages in the test. Use the 4-point rubric provided on the teacher Scoring Information pages to evaluate student responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING AND RECORDING FINAL SCORES Record point totals for each student on the Baseline Assessment Class Record Chart provided on page T45.

Administering the Assessment

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each student should be compared only with the scores of other students in the same class. In doing so, tests should be examined for general trends in your class's abilities and knowledge in order to inform future instruction.

INFORMING YOUR INSTRUCTION Students' performance on the various sections of this assessment will help you determine their instructional needs in the areas of Comprehension, Vocabulary, and Writing at the outset of the school year. You can use the results from each section to identify students who are on grade level, those who need more support, and those who could benefit from additional challenge, and to establish a "starting point" for individualized instruction for each student.

Baseline Scoring Information

“Space Talk”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. c
- 1. Part B. a

- 2. Part A. c
- 2. Part B. b

- 3. Part A. d
- 3. Part B. a

Vocabulary

- 1. Part A. b
- 1. Part B. b

- 2. Part A. a
- 2. Part B. d

- 3. Part A. c
- 3. Part B. a

Baseline Scoring Information

“On the International Space Station”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. d
- 1. Part B. b

- 2. Part A. c
- 2. Part B. b

- 3. Part A. c
- 3. Part B. a

Vocabulary

- 1. Part A. d
- 1. Part B. c

- 2. Part A. c
- 2. Part B. a

- 3. Part A. b
- 3. Part B. d

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Air is recycled on the International Space Station. People need air to breathe in order to survive. Astronauts cannot get fresh air in space, so filters clean out dirt and germs and add oxygen to the air in the ISS. That way, the air can be used again and again. Water is recycled on the ISS too. People cannot survive without water to drink, and astronauts cannot get fresh water in space. Used water is cleaned and made pure so it can be used again and again.

2	Response uses information from the passage to describe two kinds of recycling on the ISS. Response explains why both kinds of recycling are important and necessary.
1	Response uses information from the passage to describe one kind of recycling on the ISS. Response explains why one kind of recycling is important and necessary.
0	Response does not describe recycling on the ISS.

“To Other Worlds”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. a
1. Part B. d

2. Part A. c
2. Part B. a

3. Part A. d
3. Part B. c

Vocabulary

1. Part A. b
1. Part B. d

2. Part A. c
2. Part B. a

3. Part A. d
3. Part B. a

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Today was a day much like other days. In the morning, I exercised, worked in the module, and then played 3-D chess over lunch. In the afternoon, I worked in the module some more and then exercised again. After dinner, I played laser table tennis with another astronaut. The best part of the day was the long video chat I had with my family back on Earth. They were on a picnic, and I almost felt like I was there with them. I can’t wait to talk to them again tomorrow!

2	Response uses details from the passage to tell about a fictional day on a Mars mission, including what the writer does to keep his/her spirits up. Response is organized in a logical sequence.
1	Response does not use details from the passage to tell about a fictional day on a Mars mission. Response is organized.
0	Response does not tell about a fictional day on a Mars mission. Response lacks organization.

Baseline Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response states an opinion and supports that point of view with information from both texts.	Response is organized logically; introduction states the opinion; conclusion summarizes the opinion.	Opinion is supported by three reasons; reasons are facts, details, or examples from the texts.	Linking words and phrases are used to connect opinion and reasons; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response states an opinion and supports that point of view with information from one text.	Response is organized; introduction states the opinion; conclusion restates the opinion.	Opinion is supported by two reasons; reasons are facts, details, or examples from the texts.	One linking word or phrase is used to connect opinion and reasons; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response states an opinion but does not support it with information from the texts.	Response is ordered illogically; introduction or conclusion is missing.	Opinion is supported by one reason; reason is a fact, detail, or example from one of the texts.	Linking words and phrases are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Response lacks order; introduction and conclusion are missing.	Opinion is not supported by reasons from the texts.	Linking words and phrases are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • student does not demonstrate adequate command of opinion writing techniques • response is unintelligible, illegible, off topic, or not text-based 				

Teacher Name _____

Student Names	SELECTED RESPONSE		WRITTEN RESPONSE		Total
	Comprehension	Vocabulary	Constructed Responses	Extended Response	
1.	/9	/9	/4	/20	/42
2.	/9	/9	/4	/20	/42
3.	/9	/9	/4	/20	/42
4.	/9	/9	/4	/20	/42
5.	/9	/9	/4	/20	/42
6.	/9	/9	/4	/20	/42
7.	/9	/9	/4	/20	/42
8.	/9	/9	/4	/20	/42
9.	/9	/9	/4	/20	/42
10.	/9	/9	/4	/20	/42
11.	/9	/9	/4	/20	/42
12.	/9	/9	/4	/20	/42
13.	/9	/9	/4	/20	/42
14.	/9	/9	/4	/20	/42
15.	/9	/9	/4	/20	/42
16.	/9	/9	/4	/20	/42
17.	/9	/9	/4	/20	/42
18.	/9	/9	/4	/20	/42
19.	/9	/9	/4	/20	/42
20.	/9	/9	/4	/20	/42
21.	/9	/9	/4	/20	/42
22.	/9	/9	/4	/20	/42
23.	/9	/9	/4	/20	/42
24.	/9	/9	/4	/20	/42
25.	/9	/9	/4	/20	/42
26.	/9	/9	/4	/20	/42
27.	/9	/9	/4	/20	/42
28.	/9	/9	/4	/20	/42
29.	/9	/9	/4	/20	/42
30.	/9	/9	/4	/20	/42

End-of-Unit Assessments

Administering the Assessments

The End-of-Unit Assessments consist of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of each test, there is also an Extended Response writing prompt that requires students to draw on information from both passages. Students should complete the test independently.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer each End-of-Unit Assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. The amount of time required to complete the entire assessment is likely to increase with additional sessions to allow for reengagement including reading of text.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none"> • First passage, questions, Constructed Response 	<ul style="list-style-type: none"> • Second passage, questions, Constructed Response • Extended Response 	
TWO SESSIONS Option 2	<ul style="list-style-type: none"> • First passage, questions, Constructed Response • Second passage, questions, Constructed Response 	<ul style="list-style-type: none"> • Extended Response 	
THREE SESSIONS	<ul style="list-style-type: none"> • First passage, questions, Constructed Response 	<ul style="list-style-type: none"> • Second passage, questions, Constructed Response 	<ul style="list-style-type: none"> • Extended Response

Administering the Assessments

End-of-Unit Assessments provide opportunities for your students to build stamina and endurance abilities under demanding circumstances. You may opt to reduce the number of sessions for the End-of-Unit Assessments from three to two over the course of the school year. Use your professional judgment to determine which administration option best suits the needs of your students.

DURATION The time required for each part of the assessment will vary depending on how long it takes students to read the passages, answer the questions, and write their responses. Some variation may also depend on students' previous experience with selected-response tests and writing in response to prompts.

PREPARING STUDENTS FOR THE ASSESSMENT Make sure every student has a pencil with an eraser. Tell students that they will be taking a test in which they will read passages, answer questions, and complete some writing activities. For the Constructed and Extended Response writing activities, encourage students to use the Student Checklists to ensure they have completed the tasks fully. If you choose to have students complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that the students will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Students should complete each test independently, reading all directions, passages, and test items on their own. Make sure students understand that they must circle their answer choices and write their responses on the test pages.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind students that good readers go back to the texts to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require students to answer a question about the passages, while Part B questions typically ask students to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided in this section. Each question is worth 1 point. *Students must answer both parts of each question correctly to receive credit.*

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires students to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided in this section. Use the 2-point rubrics, which are also provided in this section, to evaluate student responses to these prompts. Although the criteria provided in the rubrics describe the majority of student responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires students to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided in this section to evaluate student responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING FINAL SCORES AND/OR GRADES If you choose, each End-of-Unit Assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Likewise, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

Administering the Assessments

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each student should be compared only with the scores of other students in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on student performance on the various sections of each End-of-Unit Assessment, you may wish to reteach in small groups or provide additional whole class instruction. If students struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If students struggle with the Vocabulary questions, they may benefit from additional instruction in word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If students struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Teacher Name _____

Student Names	UNIT 1				Unit 1 Total	UNIT 2				Unit 2 Total
	Selected Response Compre- hension	Vocabulary	Written Response Constructed Responses	Extended Response		Selected Response Compre- hension	Vocabulary	Written Response Constructed Responses	Extended Response	
1.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
2.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
3.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
4.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
5.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
6.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
7.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
8.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
9.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
10.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
11.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
12.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
13.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
14.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
15.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
16.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
17.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
18.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
19.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
20.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
21.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
22.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
23.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
24.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
25.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
26.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
27.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
28.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
29.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
30.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36

Teacher Name: _____

Student Names	Unit 3				Unit 3 Total	Unit 4				Unit 4 Total
	Selected Response		Written Response			Selected Response		Written Response		
	Compre- hension	Vocabulary	Constructed Responses	Extended Response		Compre- hension	Vocabulary	Constructed Responses	Extended Response	
1.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
2.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
3.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
4.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
5.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
6.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
7.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
8.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
9.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
10.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
11.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
12.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
13.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
14.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
15.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
16.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
17.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
18.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
19.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
20.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
21.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
22.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
23.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
24.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
25.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
26.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
27.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
28.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
29.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36
30.	/6	/6	/4	/20	/36	/6	/6	/4	/20	/36

Unit 1 Scoring Information

“Run, Kate Shelley, Run”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. d

1. Part B. c

2. Part A. a

2. Part B. c

3. Part A. c

3. Part B. c

Vocabulary

1. Part A. c

1. Part B. b

2. Part A. d

2. Part B. b

3. Part A. c

3. Part B. a, d, and e

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I think the greatest challenge that Kate faces is crossing the Des Moines River bridge. The bridge sways and trembles, and she has to crawl on her hands and knees to cross it. Mud and water on the crossties make it even more dangerous. Kate must act bravely to cross the bridge, and she is determined to save the people who are riding on the midnight express.

2	Response states an opinion about the greatest challenge Kate faces as she tries to reach the Moingona station. Response supports the point of view with details from the passage that explain why the event was a struggle and how Kate needed to act to meet the challenge.
1	Response states an opinion about the greatest challenge Kate faces as she tries to reach the Moingona station. Response does not support the point of view with details from the passage, explain why the event was a struggle, and/or describe how Kate needed to act to meet the challenge.
0	Response does not state or support an opinion about the greatest challenge Kate faces as she tries to reach the Moingona station.

Unit 1 Scoring Information

“Jenks and the Fire”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. b
- 1. Part B. a and d

- 2. Part A. b
- 2. Part B. b and d

- 3. Part A. a
- 3. Part B. d

Vocabulary

- 1. Part A. c
- 1. Part B. c

- 2. Part A. a
- 2. Part B. b

- 3. Part A. b
- 3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I had the best day fishing! I caught a huge trout to cook for dinner, but then I realized that it was getting dark, and I didn't have a fire yet. I remembered the rules of survival and told myself not to panic. First, I made a little tepee from dry grass, pine needles, and twigs. Then I used the one match I had to light a fire, but the wind blew it out. Boy, was I upset! Lucky for me, I noticed some quartz and started a fire using the quartz and my knife like a flint. That trout was delicious!

2	Response is an accurate, narrative description of Jenks's experience told from Jenks's point of view. Response conveys Jenks's experience using details from the text that help reveal his feelings and character.
1	Response is an accurate, narrative description of Jenks's experience but is not told from Jenks's point of view. Response conveys Jenks's experience using details from the text.
0	Response is not a narrative description of Jenks's experience. Response does not convey Jenks's experience using details from the text.

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Essay compares and contrasts the challenges Kate and Jenks faced using details from both texts.	Introduction is included; likenesses and differences are grouped; conclusion identifies a common theme.	Essay compares and contrasts the conflicts and reactions of Kate and Jenks and explains a common theme.	Examples and ideas are linked; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, punctuation, and capitalization.
3	Essay compares and contrasts the challenges Kate and Jenks faced using details from one text.	Introduction and conclusion are included; likenesses and differences are grouped.	Essay compares and contrasts the conflicts or reactions of Kate and Jenks and identifies a common theme.	Examples and ideas are linked; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
2	Essay discusses the challenges Kate and Jenks faced but does not compare and contrast them using details from the texts.	Introduction or conclusion is missing; likenesses and differences are grouped.	Essay compares and contrasts the conflicts or reactions of Kate and Jenks but does not identify a common theme.	Linking words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
1	Essay strays off topic.	Introduction and conclusion are missing; likenesses and differences are not grouped.	Essay does not compare or contrast the conflicts or reactions of Kate and Jenks and does not identify a common theme.	Linking words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • student does not demonstrate adequate command of informative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

Read the items and check the ones you think you did.

“Run, Kate Shelley, Run”

Check Your Writing

- ☐ My response identifies what I think is the greatest challenge Kate faces.
- ☐ My response explains why this event is such a challenge and how Kate must act to face the challenge.
- ☐ I support my point of view with reasons and information from the text.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

“Jenks and the Fire”

Check Your Writing

- ☐ My response retells the story events and is written as though Jenks is describing his experience.
- ☐ My response is based on details from the text.
- ☐ I use words that help readers understand Jenks’s feelings and his character.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name _____

Read the items and check the ones you think you did.

“Run, Kate Shelley, Run” and “Jenks and the Fire”

Check Your Writing

- ☐ My response is written in the form of an essay.
- ☐ My response compares and contrasts the challenges that Kate and Jenks face, their conflicts, and their reactions.
- ☐ My response uses details and evidence from both texts.
- ☐ I state my main idea in my introduction.
- ☐ I group likenesses together and differences together in my response.
- ☐ I use words and phrases to link ideas in my response.
- ☐ In my conclusion, I identify and explain a theme that is common to both texts.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

Unit 2 Scoring Information

“Christie’s Sacrifice”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. a
- 1. Part B. a and c

- 2. Part A. c
- 2. Part B. (See response below.)

- 3. Part A. b
- 3. Part B. d

Vocabulary

- 1. Part A. c
- 1. Part B. b

- 2. Part A. a
- 2. Part B. a

- 3. Part A. c
- 3. Part B. c

2. PART B. POSSIBLE RESPONSE: “Her neck is bare and white, but her smile is huge as her eyes meet mine in the barbershop mirror.”

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I stare at myself in the mirror. I cannot believe that in a few minutes, I will no longer have long, beautiful hair. But I am surprisingly calm. “Are you sure about this?” my friend asks. “I’m ready,” I reply. I close my eyes and hold my breath. In just a few minutes, it is over. My hair is in a plastic bag. My neck is bare. I look at my friend. “Now we can grow our hair out together!” I say with a big smile. She smiles back. Even though I have lost my hair, I am happy. I know my friend will not feel alone anymore.

2	Response uses details from the text and imagined experiences to tell the story from Christie’s point of view. Response explains what happens, how Christie feels, and why she feels that way.
1	Response uses details from the text or imagined experiences to tell Christie’s story. Response explains what happens but does not explain how Christie feels or why she feels that way.
0	Response does not tell Christie’s story. Response does not explain what happens, how Christie feels, or why she feels that way.

Excerpt from *Number the Stars*

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. d
1. Part B. a, e, and f
2. Part A. c
2. Part B. d
3. Part A. a
3. Part B. d

Vocabulary

1. Part A. c
1. Part B. c
2. Part A. b
2. Part B. a
3. Part A. a
3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: *Number the Stars* shows that when evil threatens people unfairly, there are brave souls who will step forward to save them. The Johansen family risked their lives to save Ellen. They pretended Ellen was their daughter. Mr. Johansen had to “prove” the lie by showing a picture of his daughter Lise, who had dark hair like Ellen.

2	Response states a theme of the passage and supports it with text-based details.
1	Response states a theme of the passage but does not support it with text-based details.
0	Response does not state or support a theme.

Unit 2 Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Essay states an opinion about the statement and supports it using evidence from both texts.	Information is ordered logically; opinion is stated in the introduction and revisited in the conclusion.	The essay body includes at least two paragraphs; reasons, quotes, and details come from both passages.	Opinion and reasons are connected using linking words and phrases; vocabulary is text-based and is used correctly.	Response contains proper grammar, usage, spelling, punctuation, and capitalization.
3	Essay states an opinion about the statement and supports it using evidence from one of the texts.	Order of information is evident; introduction and conclusion are present but do not state the opinion.	The essay body includes at least two paragraphs; reasons, quotes, and details come from only one passage.	Opinion and reasons are connected using at least one linking word or phrase; vocabulary is topic-related and is used correctly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
2	Essay states an opinion about the statement but does not support it using evidence from the texts.	Order of information is illogical; introduction or conclusion is missing.	The essay body includes one paragraph; essay lacks reasons, quotes, or details.	Linking words and phrases are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
1	Response strays off topic.	Information lacks order; introduction and conclusion are missing.	The essay body includes one paragraph; essay lacks reasons, quotes, and details.	Linking words and phrases are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • student does not demonstrate adequate command of opinion writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

Read the items and check the ones you think you did.

“Christie’s Sacrifice”

Check Your Writing

- ☐ My response uses first person (“I”) to tell the story from Christie’s point of view.
- ☐ My response explains what happens, how I feel, and why I feel that way.
- ☐ I use details from the text and my imagination.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

Excerpt from *Number the Stars*

Check Your Writing

- ☐ My response identifies the theme of the text.
- ☐ I provide details from the text that support the theme.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name _____

Read the items and check the ones you think you did.

**“Christie’s Sacrifice” and
Excerpt from *Number the Stars***

Check Your Writing

- ☐ My response tells whether I agree or disagree with the given statement.
- ☐ I state my opinion in my introduction.
- ☐ I use quotations and examples from both texts to support my point of view.
- ☐ The reasons in my response are ordered logically.
- ☐ Words and phrases link my opinion and my reasons.
- ☐ I revisit my opinion in my conclusion.
- ☐ My response includes at least two paragraphs.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

Unit 3 Scoring Information

Apollo 13

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. **Part A.** b
Part B. a, b, and d
2. **Part A.** b
Part B. a and c
3. **Part A.** d
Part B. b and d

Vocabulary

1. **Part A.** a
Part B. b
2. **Part A.** c
Part B. b
3. **Part A.** d
Part B. b

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I would not like to travel to the moon. After reading what happened to the *Apollo 13* astronauts, I think space travel is too dangerous. Sometimes things do not go as planned, and the astronauts must risk their lives trying to get back to Earth. For example, they might run out of oxygen or water. They might also have to live in a very small space for several days. Finally, it can get so cold that they cannot even sleep. Traveling to the moon is too dangerous for me.

2	Response states an opinion about traveling to the moon and supports that point of view with reasons and information from the passage.
1	Response states an opinion about traveling to the moon but does not support that point of view with reasons and information from the passage.
0	Response does not state or support an opinion about traveling to the moon.

Unit 3 Scoring Information

“Lunar Vehicles”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A.** b and f
1. Part B. (See response below.)
- 2. Part A.** c
2. Part B. d
- 3. Part A.** b
3. Part B. d and e

Vocabulary

- 1. Part A.** d
1. Part B. c
- 2. Part A.** b
2. Part B. c
- 3. Part A.** a
3. Part B. b

1. PART B. POSSIBLE RESPONSE: “In the early 1970s, NASA (National Aeronautics and Space Administration) sent astronauts on three missions, *Apollo 15*, *16*, and *17*, to explore the surface of the moon with a four-wheeled, open-air buggy called a Lunar Roving Vehicle (LRV).”

“At the turn of the twenty-first century, NASA began developing models for a modern vehicle.”

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: The Lunar Roving Vehicle and the Lunar Electric Rover are alike and different in several ways. Both the Lunar Roving Vehicle (LRV) and the Lunar Electric Rover were designed for two passengers to use on the moon. Both have wheels, although the Lunar Electric Rover has twelve wheels, which is eight more than the LRV has. The LRV could only be used for one mission, but the Lunar Electric Rover could be used for ten years. The Lunar Electric Rover has facilities for the astronauts, so it can be used for longer trips than the LRV. The LRV has already been used on the moon, but the Lunar Electric Rover has not.

2	Response explains how the Lunar Roving Vehicle and Lunar Electric Rover are alike and different using details from the text.
1	Response explains how the Lunar Roving Vehicle and Lunar Electric Rover are alike or different using details from the text.
0	Response does not explain how the Lunar Roving Vehicle and Lunar Electric Rover are alike or different.

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Essay uses information from both texts to examine the topic of NASA space vehicles and equipment.	Introduction names the passages and identifies the topic; information is organized; conclusion summarizes ideas.	Essay identifies the vehicles and equipment and uses details and examples from the texts to explain their purposes.	Transitional words and phrases are used; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, punctuation, and capitalization.
3	Essay uses information from one text to examine the topic of NASA space vehicles and equipment.	Introduction identifies the topic; information is organized; conclusion summarizes ideas.	Essay identifies the vehicles and equipment and explains their purposes.	One transitional word or phrase is used; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
2	Essay attempts to examine the topic of NASA space vehicles and equipment but does not use information from the texts.	Information is not organized; introduction or conclusion is missing.	Essay identifies the vehicles and equipment but does not explain their purposes.	Transitional words and phrases are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
1	Response strays off topic.	Information is not organized; introduction and conclusion are missing.	Essay does not identify the vehicles or equipment or explain their purposes.	Transitional words and phrases are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of informative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

Read the items and check the ones you think you did.

Apollo 13

Check Your Writing

- ☐ My response states an opinion about whether I would like to travel to the moon.
- ☐ I support my point of view with reasons and information from the text.
- ☐ I use linking words to connect my opinion and my reasons.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

“Lunar Vehicles”

Check Your Writing

- ☐ My response explains how the Lunar Roving Vehicle and the Lunar Electric Rover are alike and how they are different.
- ☐ I include details from the passage in my explanation.
- ☐ I organized my ideas into likenesses and differences.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name _____

Read the items and check the ones you think you did.

Apollo 13 and “Lunar Vehicles”

Check Your Writing

- ☐ I name the passages and introduce the topic of NASA space vehicles and equipment in my first paragraph.
- ☐ My response identifies the vehicles and equipment NASA used for the missions.
- ☐ I explain the purposes of the vehicles and equipment.
- ☐ I develop the topic with facts, details, and examples from both texts.
- ☐ The information in my response is organized logically.
- ☐ I use words and phrases of transition to link ideas within and across the paragraphs in my response.
- ☐ My conclusion summarizes the information and explanations presented in my response.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

Unit 4 Scoring Information

“Ancient Builders”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. b, d

1. Part B. b, c, e

2. Part A. b

2. Part B. (See response below.)

3. Part A. c

3. Part B. b

Vocabulary

1. Part A. c

1. Part B. a

2. Part A. b

2. Part B. d

3. Part A. a

3. Part B. c

2. PART B. POSSIBLE RESPONSE: “At the time, the settlers did not know the importance of these places and did not think of the mounds as burial places.”

“He was curious about it, but he did not think it was worth preserving or protecting, so the mound was dug up.”

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I think archaeologists should dig into mounds because they can learn more about the Mound People from exploring what is inside the mounds than from the outside. For example, if archaeologists had not dug up mounds in the past, we would not know that the Mound People used the mounds as both homes and tombs. We also would not know that the Mound People were similar to other people who buried their dead with jewelry and other artifacts. Finally, because the Mound People lived in America, we can learn about our own history by studying the mounds.

2	Response states an opinion about digging into the mounds and supports that point of view with reasons and information from the passage.
1	Response states an opinion about digging into the mounds but does not support that point of view with reasons and information from the passage.
0	Response does not state or support an opinion about digging into the mounds.

“A Sea of Grass”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. b, e

1. Part B. a, d

2. Part A. b

2. Part B. a

3. Part A. c

3. Part B. d

Vocabulary

1. Part A. a

1. Part B. b

2. Part A. c

2. Part B. d

3. Part A. c

3. Part B. b

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: The door is rattling, and snow has drifted as high as the window of our soddie. Our small one-room house has sod walls that let in bugs and mice. Yuck! Yesterday, I spent the day hunting. As the Kansas sky turned gray and the wind began to howl, I knew a snowstorm was coming. My hunt was unsuccessful, and I headed home without any food to put on the table because I didn't want to be caught in the storm. We were going to be cold and hungry. Today's blizzard has one benefit, though. Instead of hauling water from the well, we can just gather up some snow and put it in buckets.

2	Response uses details from the passage to develop an imagined experience about life on a homestead during the summer or winter. Response is a narrative.
1	Response uses details from the passage to tell about life on a homestead during the summer or winter. Response is not a narrative.
0	Response does not use details from the passage to develop a narrative about life on a homestead during the summer or winter.

Unit 4 Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Essay tells what archaeologists would find for each group and expresses an opinion about studying the Mound People or homesteaders.	Topic is introduced; related ideas are grouped; conclusion summarizes ideas.	Essay states an opinion about which group to study and supports that point of view with reasons and information from both texts.	Opinion and reasons are linked by words, phrases, and/or clauses; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, punctuation, and capitalization.
3	Essay tells what archaeologists would find for one group and expresses an opinion about studying the Mound People or homesteaders.	Topic is introduced; ideas are grouped; conclusion is included.	Essay states an opinion about which group to study and supports that point of view with reasons and information from one text.	Opinion and reasons are linked by one word, phrase, or clause; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization but is completely understandable.
2	Essay tells what archaeologists would find for one group or expresses an opinion about studying the Mound People or homesteaders.	Introduction or conclusion is missing; ideas are not grouped.	Essay states an opinion about which group to study but does not support that point of view with reasons and information from the texts.	Linking words, phrases, or clauses are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, punctuation, and/or capitalization that interfere with understanding.
1	Response strays off topic.	Introduction and conclusion are missing; ideas are not grouped.	Essay does not state or support an opinion about which group to study.	Linking words, phrases, or clauses are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, punctuation, and/or capitalization make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of opinion writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

Read the items and check the ones you think you did.

“Ancient Builders”

Check Your Writing

- ☐ My response states an opinion about archaeologists exploring the mounds.
- ☐ I support my point of view with reasons and information from the text.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.

“A Sea of Grass”

Check Your Writing

- ☐ My response is a narrative written in first person.
- ☐ My story develops imagined experiences or events about living on a homestead during the summer or winter.
- ☐ I use details from the text to develop the experiences or events in my story.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.



Name _____

Read the items and check the ones you think you did.

“Ancient Builders” and “A Sea of Grass”

Check Your Writing

- ☐ My response introduces the topic and tells what I think archaeologists would find while studying each group.
- ☐ I state an opinion about which group I would choose to study—the Mound People or the homesteaders.
- ☐ I use information from both texts to support my opinion.
- ☐ I group related ideas together.
- ☐ I use words, phrases, and clauses to link my opinion and my reasons.
- ☐ My conclusion summarizes my opinion and reasons.
- ☐ My response includes vocabulary that is text-based and used correctly.
- ☐ My response contains proper grammar, usage, spelling, capitalization, and punctuation.